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ABSTRACT

The development of a freshman studies program is summarized, noting especially the changes recommended by an outside consultant to St. Edward's University, a private university. The general education program's goals, curricular content, schedule, and sample assignments are described in detail, by curricular module. (MSE)

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FRESHMAN STUDIES PROGRAM:

A HANDBOOK FOR TEACHERS

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Austin, Texas

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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We acknowledge the generous assistance and support of the Freshman Studies faculty and staff, as well as the abundant interest and suggestions offered by the faculty, staff, and students who grew with Freshman Studies I in the Fall of 1975. Their contribution in the designing of Freshman Studies II has been invaluable.

BACKGROUND

A. Freshman Studies I

Let us look at three excerpts, arising from work in the Presidential Task Force, and delivered to Dr. Roger Rosenblott, Director of the Division of Educational Programs for the National Endowment to the Humanities, as part of a grant proposal which dates November, 1974.

Excerpt I

Freshman Studies

A. Goals and Objectives of the Course

1. Experience with the initiation into the University goals of concentration, integration and exploration. By its very nature (subject matter, readings, team of instructors, composition of students, and learning processes), this course is integrative. Students will be given an opportunity to explore the relationships among and between their classroom learning and their current life experiences. One objective of this course is to break down the so-called barriers between the outside "real" world and the inside "unreal" world of the classroom. This course will demonstrate that theoretical knowledge is connected with real life, and it is our expectation that this demonstration will, at the same time, engender an enthusiasm for learning and exemplify our notion that learning is a life-long process.
2. Value Clarification. A major component of this learning experience is to be directed towards the student clarifying his or her values both in the ethical moral realm as well as the aesthetic. Rather than inculcation of a set of values, the student will be expected to understand various alternative sets of values and through a process that is aware and reflective to make some decisions, however tentative, with regard to developing his own values.

3. Socialization. Learning to communicate in small groups. Learning to share ideas. A basic principle undergirding the learning experience is the belief that students can and should learn from one another.
4. Writing Competency. The basic writing class, Rhetoric and Composition, will be incorporated in this Freshman Studies Course. This is to emphasize the institutional commitment to produce graduates who have achieved fluency in oral and written communication. Students who do not achieve at least a minimal proficiency in the writing competencies defined below will be required to take a supplementary writing course the following semester.

Excerpt II

Teaching Strategy and Content of the Course

1. Teams and Tasks

The entering freshman class will be divided into two groups on a random basis, with each group taught by a team of four faculty members assisted by upperclassmen tutor leaders. The team of teachers and upperclassmen tutors will be responsible for planning and conducting the course which carries five hours credit. The entire team is responsible for conducting the course in an integrated and interdisciplinary mode (insofar as possible), adopting the stance and methods of each discipline as it comes up, and being responsible for guiding students in all the learning processes. Each team will have a coordinator. The four faculty members specific duties are as follows:

1. Coordinator - Acts as central focal point of the instructional team. Chairs organizational meetings, develops schedules, puts out agendas. He is responsible for the upperclass tutors gaining from their involvement in the program. Evaluation of team's efforts flow through this person. Has responsibility for overall coordination of activities, resources, and content of the course. (The vita of the two coordinators chosen to lead these teams are included as an addendum of this proposal. Both individuals are from a Humanities discipline emphasizing the central part humanities plays in this course.

2. Rhetoric and Composition Expert - This member of the team has the responsibility of: integrating the writing component with the content of the course; working with tutors planning and evaluating small group sessions dealing with various writing strategies, problems, etc.; maintaining a journal of student writings; arranging for consultations in communication skills; and, acting as resource person in this area for the team.
3. Member three of the team will have as his/her major responsibilities developing content focusing on the great ideas of the Western World, discovering ways to educationally exploit the multicultural background of the students, and arranging for resource people, at appropriate points in the course, from within the University community.
4. The fourth member of the team will focus on the course's goal of value clarification, leading the students in their efforts to examine their own and other's values. In addition, this person will be responsible for attracting resource persons from outside the University community.

Excerpt III

Content of Course

The content of the Freshman Studies course will focus on the great ideas of the Western World, centering on a limited number of multi-faceted questions, such as:

What is man?
Are there absolutes?
What is freedom?

The course is viewed as a learning experience in which the focus and methods would tend to be:

- a) student centered rather than teacher centered
- b) inductive rather than deductive
- c) processes oriented rather than fact oriented

so that the learning would be collaborative rather than passive/competitive. While there is a substantive knowledge base to the course, it is apparent from the nature of the goals and objectives that the purpose of the course is not simply to cover material. More is expected than merely knowing or memorizing certain facts and information.

It is expected that the course will provide for various

groupings - large, small, and individual instruction. A variety of learning experiences will be possible, including some lectures, discussion, seminar/lab, and social activities.

The course might proceed as follows:

1. Discovery and articulation of the student's actual values. Begin with experience/knowledge that students come with - where they are, their opinions and feelings on "the questions."
2. Introduction of new options: looking for new departures. The body of knowledge: ideas of the great thinkers of the Western World. Expansion of what students come with. Breaking down and confronting "simplistic" anterior notions. Thinking about the alternatives or different viewpoints and ideas presented by the great minds.
3. The student's new synthesis. Student reconsideration of his "positions" - reevaluation and taking a tentative stand. The student comes up with a "credo."

Within the process described above, a number of learning processes will receive special emphasis. They are:

critical/creative thinking
reading
writing
speaking
viewing
listening
research
group participation/dynamics

As has already been mentioned, a rhetoric and composition component will be incorporated into the Freshman Studies course, emphasizing the importance of communicating ideas once they have been formulated.

These directives formed the basis of Freshman Studies I.

B. Freshman Studies II

The Endowment did not fund the proposal which contained the three excerpts which have just been quoted, but did send a consultant, Dr. Charles Muscatine, Professor of English, from the

University of California at Berkeley.

Dr. Muscatine initially surveyed the goals and objectives as set forth by the Presidential Task Force. In interaction with our whole faculty, Dr. Muscatine brought to our attention three important facts, the implementation of which have deeply influenced Freshman Studies II. He stated: 1) We specified too many goals; 2) The goals of integration and great Western ideation were not appropriate to a population of Freshmen of our constituency as primary goals; 3) Since induction is a process and not a goal, our goals statement lacked logical correctness; and lastly, 4) Values clarification, a concrete, is a goal that is particularly appropriate for the Freshman level as well as for the private school. Thus, the thrust of his initial critique, can be expressed, as I conceived it, in two mandates: simplification and concretization.

Subject Matter and Rhetoric: Overview

Freshman Studies I consisted of seven modules, each two weeks in duration. The structure was vertical, that is a subject was begun at the beginning of a two week period, given for two hours, and completed after two weeks. The general theme was man's search for meaning. The loci where students searched for meaning ranged over several disciplines and subjects: 1) The Self (Psychology); 2) Art (Art History); 3) The Tao (Eastern Theology and Mysticism); 4) Chicano Family Life (Biculturalism and Sociology); 5) Political Systems -- Capitalism vs. Marxism (Political Science); 6) Myth (Philosophy); and lastly, 7) Futuristics (Science).

Because of severe overloading of content in Freshman Studies I, as well as the difficulty of some of the subjects for Freshmen, we have radically pruned in Freshman Studies II.

Our results in Freshman Studies after quantification in all areas were generally over the mean. However, a strong interest in self-identity and the future became evident as a result of our semester questionnaire. The reason became perfectly obvious to us; an eighteen year old is critically concerned with identity and his or her future. Thus, we decided to develop the course thematically along two lines, the self and the future, a two module plan with full realization of the significance of motivation in learning.

Exploration of the self would be managed in small groups since intimacy was essential, and reading would generally be autobiographical, the genre most apt to support self study. Further, the mode

of writing most appropriate would be expressive. Finally, we thought the place where values clarification would best be effected would be in the expressive module, and at this point we also decided that the primary value we would treat would be love and its many varieties, but with strong systemic emphasis (e.g. Love implies courage, freedom, etc.).

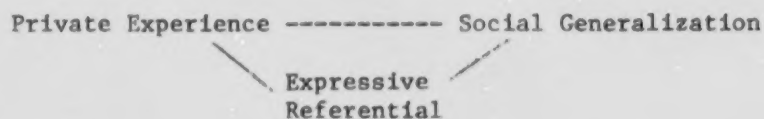
Our second module we called referential from the mode of writing used. The classes will be large, from fifty to seventy-five students. The subjects would be six: 1) Controversy in Science Through Time; 2) Energy and Food; 3) Utopian Planning; 4) The Manipulation of Men: Technological and Psychological; 5) Biological Futuristics; and 6) Conflicting Political Systems: Marxism and Capitalism. The emphasis will be placed on the ability to convey information in standard English, to deduce from generalization, to induce from evidence, and lastly, to explore. Although some fiction would be used in keeping with the theme, expository essays on the subjects will form the mode of writing which best suits our chosen theme, futuristics. We felt that the lecture was most suitable given the aims of this module which are more cerebral than affective, and thus permits a structure which allows less personal contact on a person to person basis. Lastly, the module was so constructed that students will be able to take two or three of the topics contained therein.

The fifteen weeks in the module are bipartite or tripartite structurally; a student moves either through two successive

seven and a half week sections, or through three successive five week sections. In the tripartite form of the referential, information, thesis/proof, and exploration will be handled individually as the sole type of writing taught in each section. We thought we would experiment with teaching the types of writing in conflation and categorization. An additional point -- since men in science, philosophy, and literature will be lecturing, we hope to begin to insinuate the interdisciplinary indirectly.

THE WRITING PROCESS

Dr. Muscatine surveyed our writing handbook, a book which covers every aspect of the writing process -- pre-writing, writing, and revision -- and indicates our general philosophy on the process. The most recent and up-to-date research has been incorporated into it by our major rhetoricians. Dr. Muscatine found very little to criticize. However, he did note that our categorization was too rigid. The modes and aims of writing seldom exist in their pure form in composition, he stated. Most writing is an admixture of many forms; consider the Ulysses of Joyce. He cautioned here against artificial and rigid categorization, and recommended the acceptance of the student's spontaneity in regard to form. He, also, expressed special curiosity regarding the question of how expressive and referential writing will cross-fertilize in Freshman Studies II. I note his model:



Structure: Specifics

1. All Freshmen are, for the Expressive Module of Freshman Studies, divided into groups. This division is done by the Freshman Studies Associate Director in conference with the Orientation and Advising Director. A faculty member or student intern will be assigned to each group. The Director, Associate Director, or faculty member in the Expressive Module will have the responsibility of supervising the readings and directing the group activities of the interns. The faculty/intern assignments are placed in the addenda of this handbook (page 11).
2. For the Referential portion of Freshman Studies, all Freshmen will be randomly assigned, by the Freshman Studies Associate Director, to one of seven instructors for a five week period or a seven and a half week period. The following structure in the abstract will be utilized:

Tripartite Form

A	B	C
B	C	A
C	A	B

Bipartite Form

A	B
B	A

The following are the concrete assignments for the Referential Module:

Tripartite Form
Time 11:00 A.M.

Faculty	George Nash	Raul Garcia	Lawrence Steward
Topic	Mechanization	Political Systems	Controversy in Science
Room	Moody 205	Moody 303	Moody 302
Faculty	Raul Garcia	Lawrence Steward	George Nash
Topic	Political Systems	Controversy in Science	Mechanization
Room	Moody 302	Moody 205	Moody 303
Faculty	Lawrence Steward	George Nash	Raul Garcia
Topic	Controversy In Science	Mechanization	Political Systems
Room	Moody 303	Moody 302	Moody 203

(Five week period)

Mechanization: From the Literary Point of View

Political Systems: From the Political^o/Philosophy^{ical} Point of View

Controversy in Science: From the Scientific Point of View

Bipartite Form

Faculty	William Zanardi	Anthony Florek
Topic	Utopian Planning	Bio-Ethics
Room	Moody 200 10:00 A.M.	Moody 200 11:00 A.M.
Faculty	Anthony Florek	William Zanardi
Topic	Bio-Ethics	Utopian Planning
Room	Moody 200 10:00 A.M.	Moody 200 11:00 A.M.

(Seven and one half week period)

Utopian Planning: From the Philosophical and Political Theory Point of View

Bio-Ethics: From the Scientific and Ethical Theory Point of View

Bipartite Form
Time 11:00 A.M.

Faculty	Mike Barrett	Daniel Lynch
Topic	Bio-Ethics	Food and Energy
Room	Moody 300	Moody 208
Faculty	Daniel Lynch	Mike Barrett
Topic	Food and Energy	Bio-Ethics
Room	Moody 300	Moody 208

(Seven and one half week period)

Bio-Ethics: From the Scientific and Ethical Theory Point of View

Food and Energy: From the Scientific Point of View

Instructors for the Referential portion of Freshman Studies may teach the same or different material during the semester. They will each have one student intern to help them.

Freshman Studies

Expressive	Referential
Small groups	Larger groups
Permanent groups	Rotating groups
Content evolved out of self-interest	Content predetermined
One faculty member or intern leader for each group	One student intern per instructor
Oral Communication stressed	Exams part of evaluations
Writing in the expressive mode	Writing in the referential mode
Adjustment concerns tended to	Lecture methods used
Groups defined in relationship to Freshman Advising	Instructor's educational expertise helps dictate module

The Expressive Module

A. General Description and Theory

The self has many forms; in a word, one might say that the human person is protean. Human activity, no matter what aspect of human endeavor one looks to, will have a specific aim. The legislator will aim to persuade his constituency, and the creative author will aim to entertain his audience. Further, each will use the means most apt to effect his aim. Hence, the legislator may choose to persuade by oration and the creative artist by means of narrations. For example, the former may use a panegyric, and the latter may favor a narration such as a short story or novel. The aim a human being has in mind is an intellectual/will act and is singular.

The form the human aim may take in reality is variable; for example, a ritual dance may narrate as well as a novel.

The college freshman during his college years faces one of the greatest challenges of his entire life, the formation of his self-identity, both psychological and professional. The Freshman Studies faculty, in order to assist, has made an assumption on which the entire expressive module of our program is based: The aim of every college Freshman is to find self. Every college Freshman is just beginning the great "Odyssey," the "Odyssey" of self-discovery that will end only with death. Hence, we have chosen self-discovery as the humane end of the expressive module.

In order to help our students attain their aim, we might have chosen expressive dance as the form most suitable to assist in

self-discovery. But another important consideration dictated our form, the absolute necessity of every college graduate to learn to write well. Our challenge was to integrate the goal of psychological discovery and the skill and power of self-expression. The answer to our challenge was complicit in the problematic. The Self would be the theme and expressive writing (e.g. autobiography, the journal, etc.) would be the form of writing. Hence, expressive writing would facilitate self-discovery and self-discovery would motivate the student to write well.

B. Theme: Fall 1976

On close inspection self-discovery is a very broad topic. We were forced to limit, and chose to do so along thematic lines. We chose love and its many varieties as the theme for Freshman Studies, but, as noted before, with strong systemic emphasis. Love implies all other values. The nurse in "The Hippolytus" of Euripædis tells her to have the courage to love. A cursory glance at our reading list demonstrates easily the comprehensive nature and treatment that we endeavor in the study of our theme:

- a) Heterosexual Love
- b) Homosexual Love
- c) Familial Love (e.g. Maternal, Fraternal, Paternal)
- d) Interracial Love
- e) Adolescent Love
- f) Mature Love
- g) Love between Contemporaries and Non-Contemporaries
- h) Transcendent Love

From another point of view, we can see romantic love, idealistic

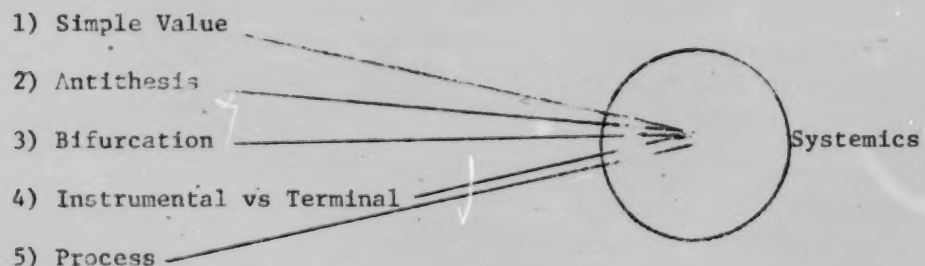
love, love of the alter-ego, love of self-sacrifice, unitive love, and on and on.

C. Values Clarification: Theory

A very important goal, and one which has top priority in Freshman Studies, is the goal of values clarification. We have assumed the theory that a certain process operative on a subliminal level through specific arrangement of readings would effect this goal. We will put our students through a process supported by suggested readings which will offer a variety of experiences which will stimulate discussion and clarify values. Readings that suggest the value of love simply will be presented. Readings that suggest love in conflict will follow. Then, readings that present love of the self as opposed to varieties that transcend the self will serve as points of departure for discussion. Further, the student will read how love can be a means to an end. Lastly, the varieties of love in process in one life will be suggested by a full-length autobiography.

Two models involving the essential process may be used by faculty, one more process oriented and the other more systemic:

Construct I



Construct II

Course Process

Simple Value

Antithesis

Bifurcation

Instrumental

Process

Relational (Systemic)

One heuristic any faculty member might follow to facilitate self-discovery and more concretely stimulate according to our model involves the following sequence and questions:

The Sequence

Self/other(s)

Autonomy/dependence (security)

Identity: belonging & meaning

Interpersonal relations: family
peers
friends
beloved

The individual and his environment: locale
society
nature

Life stages

The Questions

Who am I?

Why am I here?

Where am I going?

What makes me what I am? Behave as I do?

What is my relationship to others? How do I relate to others (nature, characteristics, description of relationships and ways of relating?)

Family

Peers

Friends: Who are my friends? How do I know they are my friends?

Beloved: What is intimacy, and is it possible?

How do others perceive me? Relate to me? (Their attitudes & response)

What is my relationship to my environment: neighborhood, city, land, nature?

- : to social, political, economic systems/institutions
- : school
- : organized religion
- : employer, fellow employees, job, career
- : political processes & parties

How free am I?

What do I want for myself? my loved ones? my friends?
my people & environment? my(the) country/nation?
my (the) world & fellowman?

What do I want from life?

What do I want to give to life..my fellows..the world?

What (and/or whom) do I cherish?

What do I believe?

Will my needs, aspirations, values, and beliefs remain constant (unchanged) in my life--or will I and these change?

Before we look at our Fall Freshman Studies program in a more concrete way, and make a paradigmatic rhetorical application, models for the clarification of values of freedom and courage are presented for heuristic and paradigmatic purposes along with suggested readings and strategies.

<u>Freedom</u>			
DIVISION	VALUE	TEXT(s)	STRATEGIES
I. Simple Continuum	I. Freedom	I. <u>Escape from Freedom</u> , E. Fromm	a. <u>Value Clarification</u> 112-115 b. Definition (personal) of "Freedom" c. <u>V.C. #36</u> (Emphasis on internal vs external decision-making) d. <u>V.C. #27</u> 209-210 Removing Barriers e. <u>V.C. #6</u> 98-111 Forced Choice Ladder
II. Antithesis	II. Personal Freedom vs. Societal Needs and Controls	II. <u>Lord of the Flies</u> W. Golding <u>Beyond Freedom and Dignity (parts)</u> B.F. Skinner	a. Discussion of the dilemma of "equality" and "pursuit of happiness" b. Models (persons who have solved dilemma) Christ, Ghandi, Buddha, Schweitzer, etc. c. <u>V.C. #24</u> 198-203 Alternative Action Search d. Utopian Construction (positive and/or negative)
III. Bifurcation	III. Freedom vs Security	III. Selected passages from <u>Time Enough to Love</u> R. Heinlein Selections from <u>Walden</u> Thoreau Selections from <u>On Becoming a Person</u> Rogers	a. Decision making techniques risk vs. reward b. The American Revolution as a prototype c. <u>V.C. #22</u> 189-192 Force Field Analysis

DIVISION	VALUE	TEXT(s)	STRATEGIES
IV. Instrumental Terminal	IV. Self-respect - Respect from others - Self-respect	IV. <u>On Becoming a Person</u> Rogers <u>Finding Yourself,</u> <u>Finding Others,</u> C. Moustakas	a. Maslow's Hierarchy of Needs - <u>Motivation and Personality</u> b. V.C. #36 "Autobiography" redone and fictionalized to "What I Will Be"
V. Process	V. Self doubt to Self-Actualization (Inner-Peace)	V. <u>Siddhartha</u> Hesse	a. Discussion of Self-Actualization as a concept and a goal b. Absolute Freedom - Is it possible? c. <u>V.C. #54 "Who Are You"</u> 306-307

Courage

Division	Values	Texts	Strategies
I. <u>Simple Continuum</u> (central value to use as focus for other values?) (goal: begin with ethical value and link to social, political, economic issues)	a)* Love (born of suffering) b)* Courage (in the face of adversity) or Freedom (inner resource)	a) <u>The Diary of a Young Girl</u>, Anne Frank <u>Letters to a Young Poet</u>, R.M. Rilke <u>The Lest of the Just</u>, A. Schuam-Bart <u>Antigone</u> (?) b) <u>Man's Search for Meaning</u>, V. Frankl <u>"A Man for all Seasons"</u> R. Bolt <u>The Plague</u>, A. Camus <u>One Day in the Life of Ivan D.</u>, A. Solzhenitsyn	a)¹ Maslow's hierarchy of values ² #7 (<u>Value Clarification</u> pp.112-115) (clarifying existing values) ³ #36 (V.C. pp.236-240) (autobiography) ⁴ #66 (V.C. pp.228-342) (wish-fulfillment & fantasy.) (supplementary list of question, pp48-53) b) any heroes left? discussion of absence of hero-figures (V.C. #20, pp219-220.)
II. <u>Antithesis</u> (clarification through contrast) (spot to enter strategies for appreciating ethnic diversity?)	a)* Competition vs. Community (society without exploitation) b) Person vs. Citizen c) freedom vs. behavioral control d) Creativity vs. comfort e)* conscience vs. political expediency	a) <u>Black Elk Speaks</u>, T.G. Niehardt. b) <u>U.S. Constitution and Communist Manifesto</u>, Rules for Radicals, Saul Alinsky c) <u>Walden</u> (Thoreau) and <u>Walden Two</u> (Skinner), <u>Animal Farm</u>, G. Orwell d) <u>"Tonio Kroger"</u>, P. Mann <u>Letters to a Young Poet</u>, R.M. Rilke e) <u>Darkness at Noon</u>, A. Koestler <u>"A Man for all Seasons"</u>, R. Bolt	a) #9 (<u>Value Clarification</u> pp.127-129). Construct positive and negative utopia b) discussion of contemporary conflict of "rights" freedom (private) vs. equality (social) c) exercises to make explicit the controls (positive) already in our lives (rewards, wages, advertising, group pressure) d) construct positive and negative utopias. d) contemporary examples of conscience vs. expediency (Watergate, Solzhenitsyn)

Division	Values	Texts	Strategies
III. Bifurcation (combine with Antithesis?)	a)*happiness vs. material success b) freedom vs. security c) liberal education vs. career planning and d)* friendship and egoism	a) <u>Rabbitt, S. Lewis</u> "The Man Who Corrupted Hadleyburg," Twain	a) #56 (Value Clarification pp.311-313,) "Writing of own obituary - how would I want my life to read, as a "success story"?
IV. <u>Instrumental</u> <u>Terminal</u>	a)* inner conversion - (peace) social reform (peace) b)* mature love - freedom (dependence) (independence) c) self-respect - social recognition	a) Selections from <u>Gulag Archipelago II</u>	a)#67 (V.C.,pp343-352), alternative life styles: what means are there for one(s) I choose?
V. <u>Process</u>	a)* inauthenticity (hollowed identity) authenticity (self-direction) b)* empirical dogma (technical world) transcendence (symbolic world) c) prejudice - self-acceptance	a) <u>Walden, Thoreau.</u> b) <u>View from a Distant Star, H. Shanley</u> <u>The Teachings of Don Juan, C. Castaneda.</u> <u>Siddhartha, H. Hesse</u>	a) variation on writing of autobiography: sketch life at ages 10,20,40,60. b) contrast Skinner's world with world of transcendent values. c) <u>Value Clarification, #51: exercise in Rogerian Listening (pp.295-298.)</u>

D. Rhetorical Application

Let us now examine in the abstract a rhetorical application for the process of values clarification through the theme of love which we have articulated in the abstract.

We present the following abstract mode as a suggestion;

<u>Subliminal Strategy</u>	<u>Rhetorical Mode</u>
1. Simple Value	Description
2. Antithetical Value	Evaluation
3. Bifurcation	Definition or Evaluation
4. Instrumental vs. Terminal	Narration (Casual Variety) Evaluation
5. Process	Narration

Let us examine a few readings and make some concret applications. These are only samples. You have complete freedom to integrate as you wish the theory of values clarification and the theory of discourse of Freshman Studies.

de Jesus, Carolina. Child of the Dark: The Diary of Carolina Maria. New York: Dutton & Co., 1962.

The Diary

July 15, 1955

The birthday of my daughter Vera Eunice. I wanted to buy a pair of shoes for her, but the price of food keeps us from realizing our desires. Actually we are slaves to the cost of living. I found a pair of shoes in the garbage, washed them, and patched them for her to wear.

I didn't have one cent to buy bread. So I washed three bottles and traded them to Arnaldo. He kept the bottles and gave me bread. Then I went to sell my paper. I received 65 cruzeiros. I spent 20 cruzeiros for meat. I got one kilo of ham and one kilo of sugar and spent six cruzeiros on cheese. And the money was gone.

I was ill all day. I thought I had a cold. At night my chest pained me. I started to cough. I decided not to go out at night to look for paper. I searched for my son Joao. He was at Felisberto de Carvalho Street near the market. A bus had knocked a boy into the sidewalk and a crowd gathered. Joao was in the middle of it all. I poked him a couple of times and within five minutes he was home.

I washed the children, put them to bed, then washed myself and went to bed. I waited until 11:00 for a certain someone. He didn't come. I took an aspirin and laid down again. When I awoke the sun was sliding in space. My daughter Vera Eunice said: "Go get some water, Mother!"

The passage quoted is a form of description known as process analysis, and has much in common with narration. Carolina de Jesus is describing the process of being a loving mother.

Assignment: Write a simple description of some love you have known.

Rhetorical Mode: Description

- a) Process Analysis
- b) Character Sketch
- c) System Analysis (e.g. The experience holistically described as opposed to individual aspects)

Antithesis

Merton, Thomas. The Seven Storey Mountain. New York: Harcourt, Brace Jovanovich, 1948.

"First Mass"

I think that if there is one truth that people need to learn, in the world, especially today, it is this: the intellect is only theoretically independent of desire and appetite in ordinary, actual practice. It is constantly being blinded and perverted by the ends and aims of passion, and the evidence it presents to us with such a show of impartiality and objectivity is fraught with interest and propaganda. We have become marvelous at self-delusion; all the more so, because we have gone to such trouble to convince ourselves of our own absolute infallibility. The desire of the flesh--and by that I mean not only sinful desires, but even the ordinary, normal appetites for comfort and ease and human respect, are fruitful sources of every kind of error and misjudgement, and because we have these yearnings in us, our intellects (which, if they operated all alone in a vacuum, would indeed register with pure impartiality what they saw) present to us everything distorted and accommodated to the norms of our desire.

And therefore, even when we are acting with the best of intentions, and imagine that we are doing great good, we may be actually doing tremendous material harm and contradicting all our good intentions. There are ways that seem to men to be good, the end whereof is in the depths of hell.

de Beauvoir, Simone. The Prime of Life. Editions Gallimard, 1960.

My resentment would have been less acute if I had not at the same time been forced to endure another, and more agonizing, humiliation, which stemmed not from my external relationship but rather from a private and intimate lack of harmony within myself. I had surrendered my virginity with glad abandon: when heart, head, and body are all in unison, there is high delight to be had from the physical expression of that oneness. At first I had experienced nothing but pleasure, which matched my natural optimism and was balm to my pride. But very soon circumstances forced me into awareness of something which I had uneasily foreseen when I was twenty: simple physical desire. I knew nothing of such an appetite: I had never in my life suffered from hunger, or thirst, or lack of sleep. Now, suddenly, I felt a victim to it. I was separated from Sartre for days or even weeks at a time. On our Sundays in Tours we were to shy to go up to a hotel bedroom in broad daylight; and besides, I would not have love-making take on the appearance of a concerted enterprise. I was all for liberty, but dead set against deliberation. I refused to admit either that one could yield to desires against one's will, or the possibility of organizing one's pleasures in cold blood. The pleasures of love-making should be as unforeseen and as irresistible as the surge of the sea or a peach tree breaking into blossom. I could not have explained why, but the idea of any discrepancy between my physical emotions and my conscious will I found alarming in the extreme: and it was precisely this split that in fact took place. My body had its own whims, and I was powerless to control them; their violence overrode all my defenses. I found out that missing a person physically is not a mere matter of nostalgia, but an actual pain. From the roots of my hair to the soles of my feet a poisoned shirt was woven across my body. I hated suffering; I hated the thought that this suffering was born of my blood, that I was involved in it; I even went so far as to hate the very pulsing of the blood through my veins. Every morning in the Metro, still numb with sleep, I would stare at my fellow travelers, wondering if they too were familiar with this torture, and how it was that no book I knew had ever described its full agony. Gradually the poisoned shirt would dissolve, and I would feel the fresh morning air caressing my closed eyelids. But by nightfall my obsession would rouse itself once more, and thousands of ants would crawl across my lips: the mirror showed me bursting with health, but a hidden disease was rotting the marrow in my very bones.

A shameful disease, too. I had emancipated myself just far enough from my puritanical upbringing to be able to take unconstrained pleasure in my own body, but not so far that I could allow it to cause me any inconvenience. Starved of its sustenance, it begged and pleaded with me: I found it repulsive. I was forced to admit a truth that I had been doing my best to conceal ever since adolescence: my physical appetites were greater than I wanted them to be. In the feverish caresses and love-making that bound me to the man of my choice I could discern the movements of my heart, my freedom as an individual. But that mood of solitary, languorous excitement cried out for anyone, regardless. In the night train from Tours to Paris the touch of an anonymous hand along my leg could arouse feelings--against my conscious will--of quite shattering intensity. I said nothing about these shameful incidents. Now that I had embarked on our policy of absolute frankness, this reticence was, I felt, a kind of touchstone. If I dared not confess such things, it was because they were by definition unavowable. By driving me to such secrecy my body became a stumbling block rather than a bond of union between us, and I felt a burning resentment against it.

The questions represent two different points of view regarding sex and human nature. Some, however, may say that they represent the same point of view in a different idiom.

Assignment: Write an essay using the mode of evaluation. If you choose, arrange the kinds of love in a hierarchy and give reasons for your evaluation.

Rhetorical Mode: Evaluation

- Heuristic:
1. Preferences: What do I prefer? What do I prize and cherish?
 2. Alternatives: What are the alternatives to this choice? Have I considered other options carefully?
 3. Influences: How has my choice been influenced by others? To what degree is it an independent choice?
 4. Consequences: What are the consequences of this choice? Am I willing to accept these consequences?

BIFURCATION

Plato. The Symposium. New York: Penguin Classics. (1951.)

There can be no doubt of the common nature of the Love which goes with Common Aphrodite; it is quite random in the effects which it produces, and it is this love which the baser sort of men feel. Its marks are, first, that it is directed towards women quite as much as young men; second, that in either case it is physical rather than spiritual; third, that it prefers that its objects should be as unintelligent as possible, because its only aim is the satisfaction of its desires, and it takes no account of the manner in which this is achieved. That is why its effect is purely a matter of chance, and quite as often bad as good. In all this it partakes of the nature of its corresponding goddess, who is far younger than her heavenly counterpart, and who owes her birth to the conjunction of male and female. But the Heavenly Aphrodite to whom the other Love belongs for one thing has no female strain in her, but springs entirely from the male, and for another is older and consequently free from wantonness. Hence those who are inspired by this Love are attracted towards the male sex, and value it as being naturally the stronger and more intelligent. Besides, even among the lovers of their own sex one can distinguish those whose motives are entirely dictated by this second Love; they do not fall in love with mere boys, but wait until they reach the age at which they begin to show some intelligence, that is to say, until they are near growing a beard. By choosing that moment in the life of their favorite to fall in love they show, if I am not mistaken, that their intention is to form a lasting attachment and a partnership for life; they are not the kind who take advantage of the ignorance of a boy to deceive him, and then are off with a jeer in pursuit of some fresh darling. If men were forbidden by law, as they should be, to form connexions with young boys, they would be saved from laying out immense pains for a quite uncertain return; nothing is more unpredictable than whether a young boy will turn out spiritually and physically perfect or the reverse. As things are, good men impose this rule voluntarily on themselves, and it would be a good thing if a similar restriction were laid upon the common sort of lovers; it would be a correlative of the attempt which we already make to forbid them to form connexions with freeborn women. It is men like these who bring love into disrepute, and encourage some people to say that it is disgraceful to yield to a lover; it is their lack of discretion and self-control that gives rise to such strictures, for there is no action whatever that deserves to be reprobated if it is performed in a decent and regular way.

The Symposium of Plato is a masterpiece of classification.

Plato here defines and distinguishes many kinds of love. In the passage quoted Plato classifies two kinds of love. The students may write an essay on the kinds of love they have experienced in life and learned about thus far in the course.

Assignment: Write an essay of classification on the subject of love.

Mode: Classification.

- Heuristic: 1. Consider the human senses or faculties and the kinds of love of which they are capable. For example, love of studies proceeds from the mind as contrasted with love of visual art which proceeds from sight. What is the faculty which instigates love of self as distinguished from love of the other?
2. Consider kinds of people (e.g. Groups). How do they love.

INSTRUMENTAL vs. TERMINAL
(Means and Ends)

Frankl, Viktor E. Man's Search for Meaning. New York: Simon and Schuster, 1974.

That brought thoughts of my own wife to mind. And as we stumbled on for miles, slipping on icy spots, supporting each other time and again, dragging one another up and onward, nothing was said, but we both knew: each of us was thinking of his wife. Occasionally I looked at the sky, where the stars were fading and the pink light of the morning was beginning to spread behind a dark bank of clouds. But my mind clung to my wife's image, imagining it with an uncanny acuteness. I heard her answering me, saw her smile, her frank and encouraging look. Real or not, her look was then more luminous than the sun which was beginning to rise.

A thought transfixed me: for the first time in my life I saw the truth as it is set into song by so many poets, proclaimed as the final wisdom by so many thinkers. The truth--that love is the ultimate and the highest goal to which man can aspire. Then I grasped the meaning of the greatest secret that human poetry and human thought and belief have to impart: The salvation of man is through love and in love. I understood how a man who has nothing left in this world still may know bliss, be it only for a brief moment, in the contemplation of his beloved. In a position of utter desolation, when man cannot express himself in positive action, when his only achievement may consist in enduring his sufferings in the right way--an honorable way--in such a position man can, through loving contemplation of the image he carries of his beloved, achieve fulfillment. For the first time in my life I was able to understand the meaning of the words, "The angels are lost in perpetual contemplation of an infinite glory."

The earliest formulation of the ethical concept of means and ends for value clarification occurs in the Gorgias of Plato. Consider the model which Earl J. McGrath (Values, Liberal Education, and National Destiny) suggests regarding instrumental values (means) as opposed to terminal values (ends):

Terminal

Ambitious
Broadminded
Capable
Cheerful
Clean
Courageous
Forgiving
Helpful
Imaginative
Independent
Intellectual
Logical
Loving
Obedient
Polite
Responsible
Self-controlled

Instrumental

Comfortable life
An exciting life
A sense of accomplishment
A world at peace
A world of beauty
Equality
Family security
Freedom
Happiness
Inner harmony
Mature love
National security
Pleasure
Salvation Self-respect
Social recognition
True friendship
Wisdom



Ask yourself and your students which values in McGrath's sample leads to which ends. Suggest readings from Frankl and others which demonstrate means/terminal values. In the reading quoted from Frankl, one finds that he believes that love (means) leads to Salvation (end). Implicit in Frankl is the means/ends concept as well as his valuation. Valuation can be used as the primary mode in the writing assignment on means/ends. Consider the following series of questions which induce valuation as a mode:

1. Preferences: What do I prefer? What do I prize and cherish?
2. Alternatives: What are the alternatives to this choice?
Have I considered other options carefully?
3. Influences: How has my choice been influenced by others?
To what degree is it an independent choice?
4. Consequences: What are the consequences of this choice?
Am I willing to accept these consequences?

Perhaps love and salvation are things which your students do not value. Following the model for valuation and using the means/ends concept allow them to establish in a composition a point of view.

Casual narration may also be used as a model for your class's composition. A student may describe how he found salvation through love, freedom through imagination, and so on.

PROCESS

Malcolm X. The Autobiography of Malcolm X. New York: Simon and Schuster, 1966.

Early: Materialism and Status

- p. 68 It was when I began to be seen around town with Sophia that I really began to mature into some real status in black downtown Roxbury. Up to then I had been just another among all of the conked and zooted youngsters. But now, with the best-looking white woman who ever walked in those bars and clubs, and with her giving me the money I spent, too, even the big, important black hustlers and "smart boys," the club managers, name gamblers, numbers bankers, and others--were clapping me on the back, setting us up to drinks at special tables, and calling me "Red."

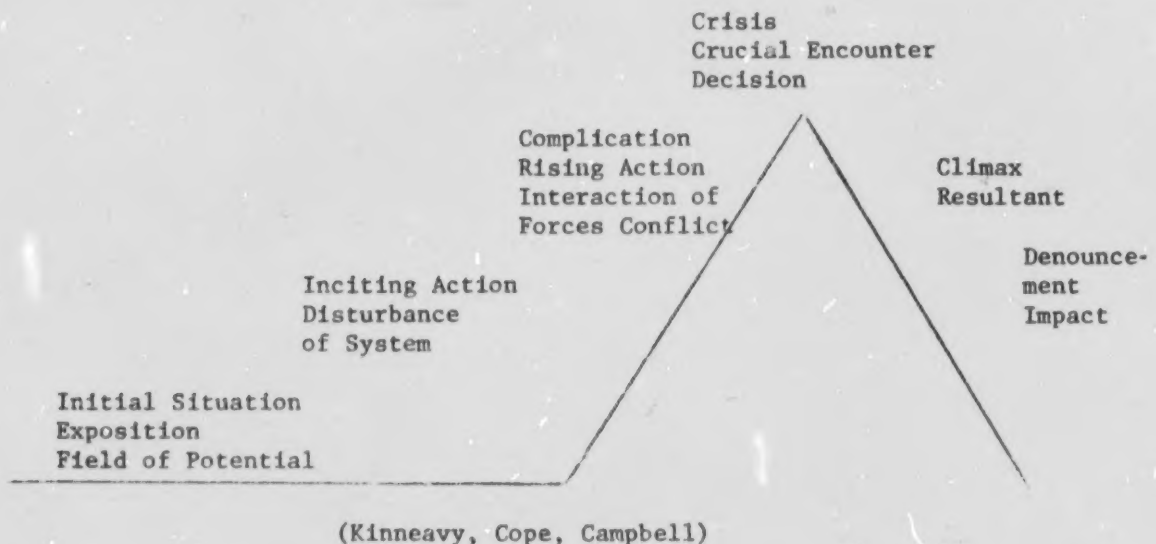
Late: Unity of Mankind

- p. 344 There was a color pattern in the huge crowds. Once I happened to notice this, I closely observed thereafter. Being from America made me intensely sensitive to matters of color. I saw that people who looked alike drew together and most of the time stayed together. This was entirely voluntary; there being no reason for it. But Africans were with Africans. Pakistanis were with Pakistanis.

And so on. I tucked it into my mind that when I returned home I would tell Americans this observation; that where true brotherhood existed among all colors, where no one felt segregated, where there was no "superiority" complex, no "inferiority" complex--then voluntarily, naturally, people of the same kind felt drawn together by that which they had in common.

What Malcolm X loved--valued--changed many times in his very complex life. His autobiography is a narrative which achieves its brilliance through his authentic and dramatic revelation of the numerous changes in his life.

The changes in many narrative works often assume a very interesting pattern:



If one reads Malcolm X carefully, the details of his life follow the paradigm we have just considered. His love of materialism and status represents one of the "initial situations" which leads to the "disturbance of his system." His profound unitive religious experience in Africa is a "climax resultant" after several "crucial encounters."

The last expressive paper should involve the student in an autobiographical search into the self for some of the elements which make process narration, and then an endeavor in process narration.

Sample Assignment

Thesis: Values change in the life process.

Assignment: Analyze at least one autobiography with this thesis in mind.

Writing Assignment: Compare value change in your life with that of your author. Keep in mind the paradigm for process/narration.

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THE REFERENTIAL MODULE:
CONTENT AND RHETORIC

MAN'S SEARCH INTO THE FUTURE:
MECHANIZATION

Bro. Simon Scribner, C.S.C

Man's Search into the Future: An Overview

Background: The Wild Machine, A Quick Survey

OUR COMPLEX CONTEMPORARY ENVIRONMENT

Scientific-Technological-Industrial: computerization, industry, war industries, arms race, capitalism, investments, stock market, economics, agriculture, bureaucracy, management, trade unions, standardization, specialization, automation, engineering, bio-engineering, cloning, genetics, behavior control, population control, brainwashing, space programs, obsolescence.

Mobility: transportation, railroads, air, bus, automobile, expressways, traffic, mobile homes.

The Big City: industrial complexes, urban sprawl, traffic glut, pollution (many types), ecology, energy supplies, energy demands, energy crises.

Communications: advertising, television, magazines, newspapers, books, radio, tapes, movies, non-verbal communication, information, information overload.

INFLUENCE OF ENVIRONMENT ON QUANTITY & QUALITY
OF LIFE

Crime, violence, vandalism, prisons, housing, crowding, architecture, racism, riots, race relations, classes, class relations, neighborhoods, culture, arts, religion, morals, fads (styles, fashions, rituals), the "now" generation, generation differences, comfort, hedonism, money, affluence, possessions, property, "throw-away-packaged-containerized" society, leisure patterns, education as a system, learning as an outcome, politics (city, state, national), welfare plans, social science, social responsibility, health, sickness, medicine, medical care, friendship, law, lawyers, marriage, parenthood, insurance, food, love, permissiveness, sex, drugs, intoxicants, sports, recreations, jobs (occupations, work), divorce, death.

OUR QUESTIONS, REACTIONS, PROBLEMS

Nostalgia (good-old days, the past, permanence, fixity), hanging loose (waiting, apathy, planlessness, withdrawal), spontaneity, value formation, rationality, transience, novelty, conformity, creativity, imagination, life pace, life style, quality of life, freedom, identity, self-image, individualism, self-fulfillment, decision-making, choice, over-choice, change, anticipation of change, accelerated change, adaptation to change, stimulation, over-stimulation, sensory overload, aggression, commitment, mental health, psychology, psychiatry, psychoanalysis.

THIS IS THE PRESENT. WILL THE FUTURE BE
"MORE OF THE SAME"?

COURSE PLAN:

1. Goals:
 - a. initially, to study "manipulation through media" to acquaint the student with environmental influences and the manipulative pressures in some environments.
 - b. put student in touch with a series of stories that reveal a variety of environmental pressures.
 - c. have the student study his own responses.
 - d. get the student to figure out that control of responses depends on some value system.
 - e. put the student to solving some problems of environmental pressures, and to assess alternative solutions.
 - f. leave the student with the notion that his "freedom" is "on the line" unless he understands his environment and is prepared to meet it.
2. Means:
 - a. lectures, often accompanied by visuals (slides, filmstrips, movies, tapes) wherever feasible:
 1. on communication
 2. on communication and advertising
 3. on advertising and creativity
 4. on significance of each of books listed in #6, page 1
 - b. utilization of materials from:
 1. Vance Packard, THE HIDDEN PERSUADERS
 2. Alvin Toffler, FUTURE SHOCK
 3. William Lynch, THE IMAGE INDUSTRIES
 4. Wilson Key, SUBLIMINAL SEDUCTION
 5. Dick and Lori Allen (eds.), LOOKING AHEAD: THE VISION OF SCIENCE FICTION. This is the Text for the course, and is published by Harcourt Brace Jovanovich, Inc., New York, 1975
 - c. identification & collection of materials related to topics in lecture and reading (use of current books, magazines, movies, TV presentations)
 - d. written reports on findings
 - e. consistent writing in the referential mode, with presentation of a completed paper on a topic of their own choice at end of module. Writing will probably produce three papers, all on the same general topic for each student, the third of which will be the final paper. Paper 1: problem identification and statement: collection of

information, facts. Paper 2: selection of "issues,"
point of view: setting up thesis, providing some solu-
tions, and some statement of values. Paper 3: solution
and resolution (demonstration of knowledge, further ex-
ploration, putting it all together.

problem--issues--solution

information--thesis--exploration & solution

information--point of view--exploration & solution

ENVIRONMENTS AND CONTROL

1. Man lives simultaneously in many environments: cosmic, planetary (earth), people, institution, individual biological, man-made.
2. All environments influence man.
3. Some environments manipulate man (by intent, or in effect).
4. Awareness of influences and manipulative operations is the key to understanding:
 - * what's going on.
 - * operations of environments
 - * effects of environmental operations on man.
 - * man's responses to operations
 - * man's control of responses
 - * need for a value system in control
5. The free man is described as one who knows influences/manipulations, their operations and effects, his own responses, his control of responses according to some value-system.
6. Science fiction deals directly with environments, responses, controls:
 - a. manipulation through media:
 - Pohl-Kornbluth: THE SPACE MERCHANTS
 - Robert Heinlein: THE MAN WHO SOLD THE MOON
 - b. manipulation through machines:
 - Jack Williamson: THE HUMANOIDS
 - Isaac Asimov: I, ROBOT
 - THE REST OF THE ROBOTS
 - c. manipulation through technology:
 - Michael Crichton: THE TERMINAL MAN (implants)
 - Daniel Keyes: FLOWERS FOR ALGERNON (chemicals, drugs, neuro-surgery)
 - Anne McCaffrey: THE SHIP WHO SANG (brain-machine hoodup, cybernetics, cyborgs, biological computers)
 - d. adaptation to new environments:
 - Robert Heinlein: THE MOON IS A HARSH MISTRESS (lunar civilization)
 - Frank Herbert: DUNE (planetary civilization)

George Stweard: EARTH ABIDES (adaptation after germ catastrophe)

Pat Frank: ALAS, BABYLON (adaptation after nuclear catastrophe)

e. responses to future civilization:

H. G. Wells: WHEN THE SLEEPER WAKES

Aldous Huxley: BRAVE NEW WORLD

Michael Crichton: THE ADROMEDA STRAIN

f. responses to contact with alien intelligences:

Larry Niven and Jerry Pournelle: THE MOTE IN GOD'S EYE

Piers Anthony: MACROSCOPE

Robert Merle: THE DAY OF THE DOLPHIN

Fred Hoyle: THE BLACK CLOUD

REFERENTIAL MODULE:
MARXISM AND CAPITALISM

By Raul Garcia

Referential Module:
Marxism and Capitalism

Goals of Unit:

To show that even though Marx nowhere analyzed critically the meaning of moral terms or the basis of ethical distinctions, his theories nevertheless are implicitly moral and ethical. In fact, no social, economic, or political system is free from ethical or moral dimensions. Thus, Capitalism as a system also fights its battle on moral/philosophical grounds. The course will focus on fundamental principles in both systems of thought, thereby exposing the student to the ethical significance of these systems for social living.

The student will get an opportunity to study and critically evaluate the Marxist thesis:

- 1) That history is the history of class struggle, and that this struggle can only be ended by communism. (The victory of the working class over the middle class will set society free once and for all.)
- 2) That human beings have progressed through the years from one stage of civilization to another -- Feudalism giving way to Capitalism.
- 3) That the working class will and must become the ruling class.
- 4) That the victory of the working class will inevitably lead to a classless society where the state will wither away.
- 5) That communism is the only system of government with a Party Program based on the complete overthrow of Capitalism. Socialism, in its various forms, is a stage on the road to communism.

Capitalist thesis:

- 1) Capitalism is the only system geared to the life of a rational being, thus, Capitalism's primary interest rests on man's nature and man's relationship to his existence.
- 2) Capitalism is a social system based on the recognition of individual rights, including property rights, in which all property is privately owned.
- 3) The function of government in capitalist society is the protection of those rights.
- 4) Capitalism is a system based on an objective theory of values, hence, incompatible with the rule by force.
- 5) The recognition of individual rights implies the recognition that the good is not an ineffable abstraction in

some supernatural dimension, but a value pertaining to the realities of this earth, to the lives of individual human beings (the right to the pursuit of happiness).

In order to determine whether the student has grasped the fundamental ideas of the module, he or she will be given the opportunity to articulate and evaluate them by two main processes. At the end of the first three weeks the student will be asked to turn in a paper in which the student will discuss and evaluate the first three ideas in each particular system.

At the end of the session the student will be given an exam in which he/she will have the opportunity to make use of what they have learned about all these fundamental ideas in relation to actual situations which verify them.

Module I: Writing Assignment

The student will be asked to submit a paper containing information pertaining to the Capitalist and Marxist social systems. Such information may come not only from lectures, but from individual research which the student will be encouraged to pursue. Such information may include the following:

- Capitalist beginnings
- Capitalism and the workers
- Capitalism and political democracy
- Capitalism in decline
- The drive towards socialism
- The dialectical method
- The historical process
- The proletariat and the bourgeoisie
- The Capitalist power structure
- Prospects for Marxist revolution
- Marxism and the class struggle
- Marxism and the state

Module II: Writing Assignment

The student will submit a paper regarding the advantages and/or disadvantages of these two types of social thought. The student will be challenged to think over other alternatives to these systems of thought, thus, the student will be given an opportunity to exercise his/her creative abilities by examining the given systems and building upon them. In this regard the student may want to accept certain aspects of both of these systems in order to formulate a vision of a future society in which neither system is totally

rejected, but in which both make significant contributions. Intellectual and imaginative effort is therefore demanded of the student in this paper.

Module III: Writing Assignment

In so far as there are certain values upheld by both the Capitalist and the Marxist systems, it will be the task of the student to discover such values. It will give the student an opportunity to exercise his/her curiosity and to be able to distinguish basic values that are the driving forces behind these systems. The student might therefore want to consider the following:

- Individual rights
- Dictatorship of the proletariat
- Free enterprise
- Classless society
- Idealism
- Materialism
- Social action
- Status quo
- Law and social change
- Revolution and social change

CONTROVERSY IN SCIENCE THROUGH TIME

Lawrence Steward

CONTROVERSY IN SCIENCE THROUGH TIME

Content Areas to be Studies

- A. Philosophy and Nature of Science (Taught in Modules 1, 2, and 3)
 - 1. Definitions and concepts in scientific thought.
 - 2. Limitations in science.
 - 3. Survey of students' opinion on the nature of science.
- B. Controversy in Chemical Theory. (Taught in Module 1 only)
 - 1. Observations and beliefs in theories of alchemy and phlogiston.
 - 2. Historical development and modification of alchemy and phlogiston theory.
 - 3) Students compose a factual data paper on observations from science or daily experiences.
- C. Controversy in Biological Theory (Taught in Module 2 only)
 - 1. Discussions of the theories and "proofs" of the origin of life on earth.
 - 2. Students compose a thesis paper either in support of, or in opposition to a theory of the origin of life.
- D. Controversy in Geological Theory (Taught in Module 3 only)
 - 1. The historical discussion and development of theories explaining the origin of the earth (and universe).
 - 2. Development of the theory of Sea-Floor Spreading and its relation to both geology and biology history.
 - 3. Students compose an exploratory paper taking a question from the discussion of this topic and write a paper including value judgment and future effects of developments in this field.

Instructional Objectives on Each Area

- A. Philosophy and Nature of Science (Taught in Modules 1, 2, and 3)
 - 1. Students will be able to define and give examples of the following: observation, inference, theory, hypothesis, assumption, variable, concept, principle, law, experiment and scientific method, and serendipity.
 - 2. Students will distinguish between observations and inferences, hypothesis and theory, facts and theories, laws and theories.

3. Students will explain and defend examples of the terms in (1).
4. Students will design an experiment or text to validate a hypothesis given and example.
5. Students will improve their scores on the Nature of Science Survey given as a pre-test and post-test during this module.

B. Controversy in Chemical Theory (Taught in Module 1 only)

1. Students will be able to define and discuss alchemy, phlogiston, and other related terms in the historical development of the theory of gases.
2. Students will critically discuss the incorrect observations which led to the development of the concepts of alchemy and phlogiston.
3. Students will describe examples of inaccurate observations which led to the development of false theories in other areas of knowledge.
4. Students will compose a paper based upon the collection of factual data from their own experience.

C. Controversy in Biological Theory (Taught in Module 2 only)

1. Students will be able to define and distinguish between the theories of special creation, spontaneous generation, and evolution.
2. Students will cite and criticize examples of theories of the origin of life which are described as factual.
3. Students will cite evidence for each theory of the origin of life.
4. Students will describe and criticize the contributions of the following: the Book of Genesis, Archbishop Ussher, Aristotle, Lamarck, Wallace, Darwin, Redi, etc.
5. Students will write a thesis paper based upon the observations and theory of one view of the origin of life; describing this as their own personal view.

D. Controversy in Geological Theory (Taught in Module 3 only)

1. Students will define and give examples of uniformitarianism, special creation, land bridges and rafts, colonization of land, rock types, geological time scale, radioactive dating, plate tectonics or sea-floor spreading.
2. Students will describe the contributions made by historical figures in geology.
3. Students will criticize or defend space exploration and its program for geology.

4. Students will compose an exploratory paper on the questions arising from similarities in the biological and geological theories of the origin of life on earth.

Tests: Don and Maureen Tarling

Continental Drift: A Study of the Earth's Moving

Isaac Asimov

The Wellsprings of Life

UTOPIAN PLANNING

Dr. W. J. Zanardi

UTOPIAN PLANNING

Goal:

To clarify values by building a seven-week course around contemporary social problems and their imagined ideal solutions.

Description:

The focus of the course is on the problematic relations between individuals and institutions. In the first part of the course, we will discuss basic problems of contemporary society. Suggested solutions will follow, and students will examine the recommended solutions to uncover the values implicit in them. Value conflicts are likely to emerge at this point. The proposed solutions must meet the requirements not only of practicality but also of faithfulness to selected values. The selection of values becomes an unavoidable exercise in both because of recognized value-conflicts and because of a need to harmonize values so as to promote a better social order. In the final part of the course (covered only in the second, seven-week session) each student will construct an ideal social order combining problems, their solutions, and harmonized values.

Specific Tasks:

Group I

1) The first three weeks will cover contemporary social problems, e.g. economic injustice, inequality, overpopulation, the abuse of power. Students will do library research on a selected problem. This research will familiarize them with library resources and add pertinent information to the class discussions. Ayn Rand's Anthem will illustrate in an emphatic, though simplistic, way some social problems. The first paper will follow up issues suggested both by this reading and by class discussions.

2) The topic of the remaining weeks will be how to correlate problems, solutions, and selected values. B. F. Skinner's Walden Two will be a useful model of correlated remedies and values. Through this model we will discover how values work in the choice of remedies to contemporary ills. We will also learn how some values conflict with one another and so need to be ordered. A final paper for students of the first session will use Skinner's work as a guide in thematizing values behind our own suggested social reforms.

Group II

1) The second seven-week class will begin with a reading of Ayn Rand's Anthem. Along with class lectures, this book will introduce contemporary social problems. After summarizing these problems, we will focus on the discovery of plausible reforms and of values which guide the reforms. The first paper challenges each student to reconcile conflicting values and needed social reforms.

2) How to construct a utopian state will be the question for a second written assignment. B. F. Skinner's Walden Two will serve as a model for the exercise. We will give special notice to the issue of "corelative cost," i.e. how solutions to present problems create new problems. This issue requires that each student reflect on whether his utopian construction is a plausible improvement over our present social order.

Writing Skills:

During each seven-week period, students will write two formal papers and two informal outlines. The outlines will challenge students to organize their thoughts and materials before writing their first drafts. Types of writing will follow this sequence:

Group I

- 1) Informational writing - first paper will describe basic problems of contemporary society.
- 2) Thesis writing - second paper suggests solutions and analyzes them in order to uncover implicit values.

Group II

- 1) Thesis writing - first paper follows class discussion of contemporary social problems; students analyze recommended remedies to discover implicit values
- 2) Exploratory writing - second paper constructs a plausible social order containing remedies to past problems, an explicit statement of chosen values, and some account of the "corelative cost" of the new remedies.

Description of Papers:

Group I

1) The first paper is an exercise in information-getting and presentation. Library research will expand the student's awareness

of some social problem over and above what is available in class lectures. Possible topics include the forms of violence (e.g. crime, economic injustice, inequities in the distribution of resources, repression of dissent, aggression), overpopulation, recalcitrance of institutions, pollution, multi-national corporations, apathy among citizens. An informal outline will accompany the first paper.

2: The topic researched for the first paper will continue to be the focus for the second paper. Each student will suggest plausible solutions to the problem he has previously studied. At the same time he is to investigate how his solutions promote certain values and diminish other values. A statement of what values he chooses to promote will be the final task of the paper. An informal outline will accompany this second paper.

Group II

1) The second group of students will write papers on social problems previously reviewed in class lectures. After selecting a problem, each student will recommend workable solutions. He must argue that the chosen remedies promote certain values and diminish others according to some preferred order. An informal outline will accompany the first paper.

2) The second paper required that each student construct an imaginary social order incorporating reforms consistent with selected values. The utopian construct may be similar to Skinner's Walden Two or it may be a reaction against the values of this modern utopia. Each student will argue how his utopia promotes values which belong to a "better social order." He should be aware of how solutions to old problems often create new problems. An informal outline will accompany the final paper.

Summary of Course Goals:

- 1) To introduce students to library research and the use of outlines;
- 2) To offer exercises in three types of writing: informational, thesis, exploratory;
- 3) Through a study of contemporary social problems and through imaginative proposals for social reforms, to develop an awareness of implicit values and value-conflict;
- 4) To introduce utopian thinking and plausible means to social improvement;
- 5) To increase familiarity with the topics of behavioral control, freedom, equality, the forms of violence;
- 6) To introduce philosophical reflections on the use and abuse of power.

Group I: Class Schedule

- 1) Introduction: Utopian Planning
- 2) Individual and Institution
- 3) Freedom and Society
- 4) Freedom and Social Problems: economic, injustice, overpopulation, security
- 5) Freedom and Equality (Ayn Rand)
- 6) Library Research and Construction of Outline
- 7) Value Conflict: Equality
- 8) Value Conflict: Forms of Violence
- 9) Value Conflict: Anarchism and the Minimal State
- 10) Value Conflict: Problem of Power
- 11) Power and Political Orders
- 12) First paper and outline due
- 13) Review of first papers: Social reforms and the harmonizing of values
- 14) Benevolent Dictatorship and Democracy
- 15) B. F. Skinner: Theory of Behaviorism
- 16) Walden Two
- 17) Walden Two: Freedom and Security
- 18) Democracy and Dictatorship
- 19) Harmonizing of Values: Utopian Sketch
- 20) Final paper and outline due: Social reforms and selected values

Group II: Class Schedule

- 1) Introduction: Utopian Planning
- 2) Individual and Institution
- 3) Freedom and Society
- 4) Freedom and Social Problems: economic injustice, overpopulation,
security
- 5) Freedom and Equality (Ayn Rand)
- 6) Library research and construction of outline
- 7) Value Conflict: Equality
- 8) Value Conflict: Forms of Violence
- 9) Value Conflict: Anarchism and the Minimal State
- 10) Value Conflict: Problem of Power
- 11) Power and Political Orders
- 12) First paper and outline due: Social reforms and the optimum
order of values
- 13) Politics and Utopia
- 14) B. F. Skinner: Theory of Behaviorism
- 15) Walden Two
- 16) Walden Two: Freedom and Security
- 17) Utopia and Dystopia
- 18) Utopian Sketch
- 19) Correlative Cost
- 20) Final paper and outline due: Utopian Vision

BIOLOGICAL ETHICS

**By Tony Florek
and Mike Barrett**

Biological Ethics

Goal:

Group I: To clarify values by building a seven-week course around current technological discoveries in biology and their value implications.

Group II: To clarify values by building a seven-week course around current technological discoveries and their implications for the future.

Description:

Seven critical and very sensitive areas in biological research today are apparent and disturbing to the intelligent observer:

1. Genetic Engineering
2. Mind and Behavior Control
3. Transplants and Implants
4. Aging and Death
5. Fetal Experimentation
6. Eugencis

Through lecture, film strips (Redesigning Man: Science and Human Values, Harper and Row), and selected readings, Group I will become familiar with the facts pertinent to the critical areas in biological research. Then, the value problematics implicit in the research will be matter for lecture and discussion. Severe and controversial value conflicts will emerge at this point. Students will be expected to take a stand on issues that interest them and defend that stand. Group II will also become familiar with the facts pertinent to the critical areas in biological research through the same process. They, however, will reflect on each issue and explore its implications for the future.

Specific Tasks:

Group I

Fourteen
Periods

1. Students will view the film strips entitled Redesigning Man: Science and Human Values. They are expected to take careful notes. The professor will review the content through the use of hand-outs and oral quiz.
2. Students will hear lectures on the subject matter. Again, they are expected to take careful notes, and will also receive a review through the use of hand-outs and oral quizzes.
3. Students are expected to read very carefully Leon R. Kass's article entitled "The New Biology."

As a result of these activities, which include the use of audio-visuals, lectures, review, and assigned reading, not only will the facts become apparent, but the serious value problematics involved in our central questions will come to light.

Five
Periods

1. Students will be expected to read Brave New World by Aldous Huxley.
2. His point of view as well as the fictive content of the novel will be discussed and related to the matter in the more empirical part of the module.

As a result of these activities, the problematic implications regarding values in biological research will be further emphasized.

Group II

The same process will be followed, but inverted. Huxley's negative utopia will be presented, first as an example of the exploratory method of writing and as negative evaluation of the "new biology".

The factual material as well as the values implicit in the matter will be presented, and students will be able to explore their future.

Writing Skills and Papers:

During each seven-week period students will write one informal paper and one formal paper. The formal paper must go through a revision process:

Group I

1. Information Writing -- The informal paper will take an issue or several issues and state the facts.
2. Thesis Writing -- The second paper will take the issues (Thesis), state the pros and cons, and conclude in favor or opposed with reasons aptly stated. The student will revise his paper correction and will present the revised paper as his final product.

Group II

1. The student will present his thoughts with the help of several exploratory heuristics on the effect of biology on the future.
2. As he acquires more information, he will continue the exploratory process.
3. A revision of his formal paper will be presented the last day of class.

Summary of Course Goals:

1. To offer students exercises in three types of writing, informational, thesis, and exploratory.
2. Through a study of the "new biology" and the problematic value conflicts implicit in it as well as through imaginative proposals and projections of the "new biology", to develop an awareness of implicit values and value-conflicts.
3. To introduce students to utopian thinking as plausible means to social improvement.
4. To increase familiarity with the topics of genetic engineering,

mind control, transplants and implants, aging and death, fetal experimentation, and eugenics.

5. To help to move students to create an ethical future for themselves personally as well as socially.

Group I: Class Schedule

1. The World of the Unborn
(Film strip and review)
2. Exploring Man's Mind
(Film strip and review)
3. Fetal Research and Abortion
(Lecture and Discussion)
4. Drug and Mechanical Control of Man's Mind
(Lecture and Discussion)
5. Breeding Tomorrow's Man
(Film strip and review)
6. The Search for Immortality
(Film strip and review)
7. Eugenics
(Lecture and Discussion)
8. Death and Dyeing
(Lecture and Discussion)
9. Corrections and Carbon Copies
(Film strip and review)
10. Transplants and Implants
(Film strip and review)
11. Genetic Engineering
(Lecture and Discussion)
12. Transplants and Implants
(Lecture and Discussion)
13. Techniques of Conveying Information
(Lecture)

14. Informational Paper Due
Reading of Papers
15. Discussion of Brave New World
(5 min. quiz; pp 1 - 60)
Techniques of Thesis/Proof Paper
16. Discussion of Brave New World
(5 min. quiz; pp 60 - 120)
17. Discussion of Brave New World
(5 min. quiz; pp 120 - 177)
18. Thesis/Proof Paper Due
(Reading)
19. Thesis/Proof Paper
(Reading)
20. Final Exam
Factual Content and Reading
Papers Returned

- N.B. 1. Revised Copies are due the period following the final exam.
2. Kass ("The New Biology") is to be read slowly and by assignment during the first twelve periods.
 3. Selected material will be available in the library for further research.

Group II: Class Schedule

1. Discussions of Brave New World
(5 min. Quiz; pp 1 - 60)
2. Discussion of Brave New World
(5 min. Quiz; pp 60 - 120)
3. Discussion of Brave New World
(5 min. Quiz; pp 120 - 177)
4. Heuristics for the Exploratory Paper
The World of the Unborn
(Film strip and review)

5. Informal Exploratory Paper Due
(Reading)
6. Exploring Man's Mind
(Film strip and review)
7. Fetal Research and Abortion
(Lecture and Discussion)
8. Drug and Mechanical Control of Man's Mind
(Lecture and Discussion)
9. Breeding Tomorrow's Man
(Film Strip and Review)
10. The Search for Immortality
(Film strip and review)
11. Eugenics
(Lecture and Discussion)
12. Death and Dying
(Lecture and Discussion)
13. Corrections and Carbon Copies
(Film strip and review)
14. Transplants and Implants
(Film strip and review)
15. Genetic Engineering
(Lecture and Discussion)
16. Transplants and Implants
(Lecture and Discussion)
17. Exploratory Paper Due
(Reading)
18. Exploratory Papers
(Reading)
19. Exploratory Paper
(Reading)
20. Final Exam
Factual Content and Reading
Papers Returned

- N.B. 1. You may revise a carbon copy of your paper while the reading of the papers is going on, and submit it in addition to your final copy.
2. Kass ("The New Biology") is to be read slowly and by assignment during the periods four through sixteen.

MAN IN THE FUTURE: ENERGY, FOOD

Bro. Daniel Lynch, C.S.C

ENERGY

Topic Outline

A. Problem: Energy shortages

1. Energy crisis --
slide-film with tape

2. Energy consumption

3. Energy resources

B. Issues

1. Fossil fuels

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TD 195 E4 K6; Holdren, J. TJ 153 H 65;
Huettner, D. A. 1976; Landsberg, H. H.
1974; Murray, J. R. 1974; Odum, H.
QH 541 033; Starr, C. 1971;
Weinberg, A. M. 1973

Chapman, D. 1972; Commoner, B., 1971;
Hayes, E. T. 1976; Mazur, A. E. &
E. Rosa 1974; Pierce, J. R. 1975

Cheney, E. 1974; Ellison, S. 1974;
Gillette, R. 1974, 1975a; Hammond,
A. L. 1971; Hedberg, H. D. 1976;
Luten, D. B. 1971; Metz, W. D. 1974;
Natl. Petro. Council TJ 153 N27;
Osborn, E. E. 1974; Roberts, R 1973

Carter, L. J. 1975, 1975a; Frank, H.
1974; Gillette, R. 1973, 1973a; Heichel,

- G. H. 1976; Holcomb, R. 1969; Squires, A. M. 1974; Train, R. E. 1975
2. Nuclear power plants Buffy, P. M. 1976; Hammond, R. P. 1974; Kubo, A. S. 1973; Sagan, L. A. 1972
 3. Geothermal power plants Axtmann, R. C. 1975
 4. Thermal pollution Clark, J. R. 1969; Cole, L. C. 1969; Gibbons, J. R. et al 1974
 5. General issues Gillette, R. 1975; Lincoln, G. A. 1973
- C. Resoultion
1. General Abelson, P. H. 1973; Berg, C. A. 1973; Cook, C. S. 1973; Dyson, F. J. 1971; Hammond, A. L. 1974; Weinberg, A. M. & R. P. Hammond 1970
 2. Fossil fuels Ableson, P. H. 1973a; Berg, R. R. 1974; Dunham, J. T. et al 1974; Maugh, T. H. 1972; Perry, H. 1974; Squires, A. M. 1974
 3. Nuclear power Carter, L. J. 1974; Gough, W. C. 7 B. J. Eastlund 1971; Hammond, A. L. 1971; Post, R. F. & F. L. Ribe 1974; Rose, D. J. 1974a

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| 4. Solar energy | Balzani, V. <u>et al</u> 1975; Calvin, M. 1974; Carter, L. J. 1974a; Daniels TJ 810 D28; Duffie, J. A. & W. A. Beckman 1976; Ezra, A. A. 1975; Hammond, A. L. 1974a; Wolf, M. 1974 |
| 5. Geothermal energy | Barnea, J. 1972; Carter, L. J. 1974a; Ellis, A. J. 1975; Robson, G. R. 1974; |
| 6. Hydrogen | Gregory, D. P. 1973; Jones, L. W. 1971; Winsche, W. E. <u>et al</u> 1973 |
| 7. Biomass | Abelson, P. H. 1976 |

FOOD

<u>Topic Outline</u>	<u>References</u>
A. <u>Problem: Food shortages and malnutrition</u>	Brown, L.R. 1976, 1970, 1975; Byerly, T. C. 1967; De Gregory, M. 1974;
1. Major foodstuffs	Gavan, J. D. & J. A. Dixon 1975;
2. Important foods	Harrar, J. G. 1974; Latham, M. C. 1975; Mayer, J. 1972; McLaughlin, J. 1969; Newman, J. E. & R. C. Pickett 1974; Nordsiek, F. W. 1972; Polemen, T. 1975; Rechigi, M. HD 9000.6 R43; Tydings, J. D. HD 9000.6 T9; Wilson HD 9000.5 W48
3. Minimum daily requirement	
4. Population projections	
5. Inequitable distribution of food	
a. Calorie intake in rich and poor countries	
b. Protein deficiency among world's poor	
c. Agriculture in rich and poor countries	
d. Distribution problems	
6. Local famines	
B. <u>Issues</u>	Borlaug, N.E. 1972; Carter, L.J. 1973;
1. Food production projections - optimists vs. pessimists	Crosson, P.R. 1975; Dwyer, J.T. & J. Mayer 1975; Ewell, R. 1975;
a. World's supply of arable land	Hardin, G. 1974; Holden, C. 1974; Idyll, C. SH 331. 183; Irving, C. W. 1970; Jelliffe, D.B. & E.F.P. Jellife
b. Availability of pesticides and fertilizers	

- c. Green Revolution 1975; Mayer, J. 1972a, 1975; Mead, M.
 - d. Food from the oceans 1970; Paddock, W.C. 1970; Pimental, D. et al 1973, 1975; Revelle, R. 1974, 1974a; Sanderson, F.H. 1975; Segal, J. HV 696 F6 S4, Steinhart, J.S. 1974; Wade, N. 1973, 1974, 1974a, 1974b; Walters, H. 1975; Wittwer, S.H. 1974; Winick, M. et al 1975.
 - 2. Ethical, political and economic issues
 - a. Humanitarianism vs. "Lifeboat Ethics"
 - b. Food as a political weapon
 - c. Food for profit vs. food for people
- C. Resolution
- 1. New high-yielding crops Altschul, A.M. 1976; Beroza, M. 1971;
 - 2. Replacement of meat with vegetable protein Chambers, D. et al 1974; Champagnat, A. 1965; Djerassi, C. et al 1974;
 - 3. New protein sources Guest, H.R. et al 1970; Hardin, C.M. HD 9000.5 .9; Harpstead, D. 1971;
 - 4. Aquiculture and mariculture
 - 5. Biological control of pests Harrar, J.G. S403.H3; Hoover, S.R. 1974; Hulse, J.H. & D. Spurgeon 1974; Jennings, P.R. 1974; Lappe, F.M. 1971; Loosli, J.K. 1974;
 - 6. Economic development of poor nations Pearson, A.M. 1976, Reitz, L. P. 1970; Van Horn, H.H. et al 1972; Wolf, W. J. HD 9235 S61 A2 W6

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INTERNS

A. Theory

We wish to effect learning in Freshman Studies from both the horizontal (Peer relationing) and the vertical (Teacher/student relationing). Hence, we have chosen to use upper class interns.

Interns in the expressive module will be carefully supervised by the faculty as well as instructed in the techniques of instruction necessary for a good teacher of expressive composition. Further, they will be instructed in the techniques necessary for leading good group discussions since free and open discussion is essential to the very essence of the expressive module.

Since the intent of the referential module is to teach content and expository writing, the interns are expected to master content by careful reading of assigned materials as well as attending each lecture given by the specific referential faculty to whom they are assigned. As in the expressive module, interns in the referential module will be instructed in the art of expository writing.

B. Duties

Those who function in the Expressive module will have the following duties in the 1976 program:

- A. Lead small group discussions (approximately 15-18 students) on assigned reading.
- B. Read and comment on assigned papers applying the principles of composition outlined by the faculty and team of visiting experts in August.
- C. Take students on a few field trips (e.g. The Johnson Library).
- D. Tutor in the Writing Lab or in private, 6-8 students for 3-6 hours a week.

- E. Attend workshop on Freshman Studies from August 26-29 during which the program will be outlined and specific information on the teaching of writing will be communicated.
- F. Assist in evaluating the testing results of incoming Freshmen.
- G. Read as many books on the Freshman Studies reading list as possible.

Those who function in the referential module will have the following duties:

- A. Attend lectures of their assigned professor.
- B. Make arrangements for any audio-visual used.
- C. Read and comment on assigned papers applying the principles of composition outlined by the faculty and team of visiting experts in August.
- D. Tutor in the Writing Lab or in private, 6-8 students for 3-6 hours a week.
- E. Attend workshop on Freshman Studies from August 26-29 during which the program will be outlined and specific information on the teaching of writing will be communicated.

Testing

A. Rational

After our experience with the Freshman class of 1975, it became painfully evident to the Freshman Studies Faculty that many of the Freshmen did not write adequately. We realized that we had to test, diagnose, and offer remediation if we were to expect success of our Freshmen in college.

We developed a testing program with two prongs, objective testing and composition testing. The objective examination (STEP) which categorizes students from levels 9 - 12 will be administered in pre-test and post-test. Since we are administering tests in both mechanics and syntax, we shall have differentials at the end of the semester in these respective areas.

We, however, have some reservations regarding objective testing:

1. Students often give the wrong answers for the right reasons and the right answers for the wrong reasons; validity of scores is consequently a serious question.
2. Grade levels and differentials result, but the tests do not yield diagnosis of specific errors.
3. Objective testing demonstrates passive recognition of errors in grammar and syntax, but does not prove or even suggest that a student can himself generate a single sentence or paragraph.
4. The ambiguity of idiom as well as the relativity of language is a serious problematic in any group, but especially in a cross cultural class such as we have at St. Edward's.

Lastly, I might note that if a student bottoms out, we will further test with STEP (Levels 3-8).

We have chosen to take a writing sample. Students will be presented with a reading sample as well as with pertinent questions regarding that sample for purposes of stimulation. We will ask them to react to the reading sample as well as to the questions by writing a composition. The composition will then be carefully diagnosed by the faculty. As a result of the writing sample, we will be able to ascertain if the student can generate a composition; most important, we will be able to articulate specifically and definitively all his problems with written English. Lastly, we will obtain composition differentials by comparing compositions written early in the semester to those written at semester's end.

B. Description of Procedure

At this point I would like to give an outline of our testing procedure:

- I. Procedures for the Composition exam are the following:
 - A. A tenth grade reading sample will be presented.
 - B. Several topics will be suggested on the reading for a composition.
 - C. There will be a cross-cultural reading for the non-Caucasian.
 - D. The reading samples will be suggested by the faculty.
 - E. The examinations will be evaluated by six teams of Freshman Studies Personnel.
 - F. Evaluations will be based on the following criteria:
 1. Organization (Logic)
 2. Development (Paragraphing)
 3. Clarity of language (Idiom and Syntax)
 4. Intellectual grasp of the material
 5. Sentence structure

G. The compositions will be adjudged as follows:

1. Good (Writing Lab not recommended)
2. Adequate (Writing Lab recommended)
3. Not Adequate (Writing Lab required)

H. The reading sample may be expository or expressive, but the writing sample must be expository.

II. The following recommendations are made regarding the objective exam.

A. The Sequential Test of Educational Progress will be used.

B. This will test diction, syntax, spelling, etc.

C. Level II will be administered which yields 9, 10, 11, and 12 grade categorization.

D. If a student bottoms out, he will be further diagnosed in the Writing Lab with levels III and IV (Range: 8-3).

Concluding Recommendation: If a student has at least achieved a tenth grader's development and his writing sample is good, he may go on to Freshman Studies without the Writing Lab. If he has achieved a tenth grader's development and his composition is adequate, Writing Lab will be recommended. All others must take the Writing Lab.

C. Sample of Reading Examination and Diagnostic Sheet for Fall, 1976.

FUN AND GAMES

DIRECTIONS

1. Quickly look through the readings in the exam booklet.
2. Choose the one that you like the most.
3. Read it.
4. Read the questions after the reading.
5. Think about the reading and the questions.
6. Write a composition on a subject that is suggested by the reading and the questions.
7. Your composition may be as long or short as you wish.
8. Be free. Say whatever you think.

READING ONE

Drugs

"Finding the Spot from The Teachings of Don Juan:

He went inside. I was certain that he had been watching me. I thought there was no other way for him to know that I had not been using my eyes.

I began to roll again, because that was the most comfortable procedure. This time, however, I rested my chin on my hands and looked at every detail.

After an interval the darkness around me changed. When I focused on the point directly in front of me, the edge of my field of vision became brilliantly colored with a greenish yellow. The effect was startling. I kept my eyes fixed on the point in front of me and began to crawl sideways on my stomach, one foot at a time.

Suddenly, at a point near the middle of the floor, I became aware of another change in hue. At a place to my right, still at the edge of my field of vision, the greenish yellow became intensely purple. I concentrated my attention on it. The purple faded into a pale, but still brilliant, color which remained steady for the time I kept my attention on it.

I marked the place with my jacket, and called don Juan. He came out to the porch. I was truly excited; I had actually seen the change in hues. He seemed unimpressed, but told me to sit on the spot and report to him what kind of feeling I had.

I sat down and then lay on my back. He stood by me and asked me repeatedly how I felt: but I did not feel anything different. For about fifteen minutes I tried to feel or to see a difference, while don Juan stood by me patiently. I felt disgusted. I had a metallic taste in my mouth. Suddenly I had developed a headache. I was about to get sick. The thought of my nonsensical endeavors irritated me to a point of fury. I got up.

Don Juan must have noticed my profound frustration. He did not laugh, but very seriously stated that I had to be inflexible with myself if I wanted to learn. Only two choices were open to me, he said: either to quit and go home, in which case I would never learn, or to solve the riddle.

He went inside again. I wanted to leave immediately, but I was too tired to drive; besides, perceiving the hues had been so startling that I was sure it was a criterion of some sort, and perhaps there were other changes to be detected. Anyway, it was too late to leave. So I sat down, stretched my legs back, and began all over again.

Questions:

1. Do you think drugs have any real value? For example, do they really make you see more about life?
2. Do you think drugs are criminal or harmful?
3. Do you think they are worth taking just for pleasure?
4. If you have had some kind of experience with drugs (e.g. pot, alcohol, etc.), would you care to describe it?

READING TWO

Sex: On Breasts

"A Few Words About Breasts," by Nora Ephron:

Buster Klepper was the first boy who ever touched them. He was my boyfriend my senior year of high school. There is a picture of him in my high-school yearbook that makes him look quite attractive in a Jewish, horn-rimmed glasses sort of way, but the picture does not show the pimples, which were air-brushed out, or the dumbness. Well, that isn't really fair. He wasn't dumb. He just wasn't terribly bright. His mother refused to accept it, refused to accept the relentlessly average report cards, refused to deal with her son's inevitable destiny in some junior college or other. "He was tested," she would say to me, "and it came out 145. That's near-genius." Had the word underachiever been coined, she probably would have lobbed that one at me, too. Anyway, Buster was really very sweet--which is, I know, damning with faint praise, but there it is. I was the editor of the front page of the high-school newspaper and he was editor of the back page; we had to work together, side by side, in the print shop, and that was how it started. On our first date, we went to see "April Love" starring Pat Boone. Then we started going together. Buster had a green coupe, a 1950 Ford with an engine he had hand-chromed until it shone, dazzled, reflected the image of anyone who looked into it, anyone usually being Buster polishing it or the gas-station attendants he constantly asked to check the oil in order for them to be overwhelmed by the sparkle

on the valves. The car also had a boot stretched over the back seat for reasons I never understood; hanging from the rearview mirror, as was the custom, was a pair of angora dice. A previous girl friend named Solange who was famous throughout Beverly Hills High School for having no pigment in her right eyebrow had knitted them for him. Buster and I would ride around town, the two of us seated to the left of the steering wheel. I would shift gears. It was nice.

There was necking. Terrific necking. First in the car, overlooking Los Angeles from what is now the Trousdale Estates. Then on the bed of his parents' cabana at Ocean House. Incredibly wonderful, frustrating necking, I loved it, really, but no further than necking, please don't, please, because there I was absolutely terrified of the general implications of going-a-step-further with a near-dummy and also terrified of his finding out there was next to nothing there (which he knew, of course; he wasn't that dumb).

I broke up with him at one point. I think we were apart for about two weeks. At the end of that time I drove down to see a friend at a boarding school in Palos Verdes Estates and a disc jockey played "April Love" on the radio four times during the trip. I took it as a sign. I drove straight back to Griffith Park to a golf tournament Buster was playing in (he was the sixth-seeded teen-age golf player in Southern California) and presented myself back to him on the green of the 18th hole. It was all very dramatic. That night we went to a drive-in and I let him get his hand onto my breasts. He really didn't seem to mind at all.

Questions:

1. Was your first date anything like the one in the reading?
2. What do you think about necking, etc.?
3. How far should you go with a date?
4. What do you think about sex?

READING THREE

Sports

Excerpt from "The Age of Willie Mays," by Peter Schrag:

The crowd is getting older; it is losing its small-town innocence and its capacity to believe without doubt, and the life-span of heroes becomes shorter with each passing year. We make and discard them according to the requirements of the television schedule; we demand action--violent action--to fill the anxious moment, and we seem no longer capable of creating idols in our idleness.

There is nothing new in the argument that something is destroying baseball--greedy major league club owners buying and selling franchises, moving teams, abandoning old fans, and wooing new ones with cast-off bush league players who should be selling sporting goods or life insurance; mounting expenses; the competition of other activities; and the influence of television itself. But these things--though they are, for some of us, matters of concern--are hardly as significant as the

fate of the hero himself. Each generation likes to say that there will never be another Ruth, another DiMaggio, another Ted Williams, congratulating itself (as mythology must have it) that it lived in the last great age of heroism and achievement. Ask any big league manager and he will remind you that the disappearance of one generation of stars always calls for the rise of another. It is only the man in the crowd who is older every season. The players are more skilled--are larger, faster, stronger--than any in history.

And yet this time they are wrong. We will have great players, but we have left the age of the mythic hero. The immortals were forged in innocence, products of the belief that this was one nation with a single set of values, that any boy might succeed, of the ability to say "Wow" without embarrassment, and of the nearly magical capacity of big league baseball to preserve its small-town qualities within the secure confines of big-city stadiums. Once we walked through the turnstiles, we all became boys again, breathed a little easier, and enjoyed the protection of the ritual, the memories, the immersion in another dimension of time.

For many of us who came to our baseball in those more innocent days, only one great man is left, and his name is Willie Mays.

Questions:

1. What do sports mean to you?
2. Do you have any athletic heroes? Who? Why?
3. Do you think big business and other evil things control sports?
4. Do you feel sports are losing their simplicity and purity?

5. Why do you watch and play sports?
6. Do you think the Olympics put too much emphasis on winning medals for the athlete's country, and too little on simply the individuals competing and doing their best?
7. Do you think playing sports builds character?
8. Should betting on sports be made legal?

READING FOUR

School (Antonio's First Day at School)

Excerpt from Bless Me, Ultima, by Rudolfo A. Anaya:

I walked slowly after I crossed the bridge, partly because I was tired and partly because of the dread of school. I walked past Rosie's house, turned, and passed in front of the Longhorn Saloon. When I got to Main Street I was astounded. It seemed as if a million kids were shoutingruntngpushingcrying their way to school. For a long time I was held hypnotized by the thundering herd, then a cry of resolution exploding from my throat I rushed into the melee.

Somehow I got to the schoolgrounds, but I was lost. The school was larger than I had expected. Its huge, yawning doors were menacing. I looked for Deborah and Theresa, but every face I saw was strange. I looked again at the doors of the sacred halls but I

was too afraid to enter. My mother had said to go to Miss Maestas, but I did not know where to begin to find her. I had come to the town, and I had come to school, and I was very lost and afraid in the nervous, excited swarm of kids.

It was then that I felt a hand on my shoulder. I turned and looked into the eyes of a strange red-haired boy. He spoke English, a foreign tongue.

"First grade," was all I could answer. He smiled and took my hand, and with him I entered school. The building was cavernous and dark. It had strange, unfamiliar smells and sounds that seemed to gurgle from its belly. There was a big hall and many rooms, and many mothers with children passed in and out of the rooms.

I wished for my mother, but I put away the thought because I knew I was expected to become a man. A radiator snapped with steam and I jumped. The red-haired boy laughed and led me into one of the rooms. This room was brighter than the hall. So it was like this that I entered school.

Miss Maestas was a kind woman. She thanked the boy whose name was Red for bringing me in then asked my name. I told her I did not speak English.

"Cómo te llamas?" she asked.

"Antonio Márez," I replied. I told her my mother said I should see her, and that my mother sent her regards.

She smiled. "Anthony Márez," she wrote in a book. I drew closer to look at the letters formed by her pen. "Do you want to learn

to write?" she asked.

"Yes," I answered.

"Good," she smiled.

I wanted to ask her immediately about the magic in the letters, but that would be rude and so I was quiet. I was fascinated by the black letters that formed on the paper and made my name. Miss Maestas gave me a crayon and some paper and I sat in the corner and worked at copying my name over and over. She was very busy the rest of the day with the other children that came to the room. Many cried when their mothers left, and one wet his pants. I sat in my corner alone and wrote. By noon I could write my name, and when Miss Maestas discovered that she was very pleased.

She took me to the front of the room and spoke to the other boys and girls. She pointed at me but I did not understand her. Then the other boys and girls laughed and pointed at me. I did not feel so good. Thereafter I kept away from the groups as much as I could and worked alone. I worked hard. I listened to the strange sounds. I learned new names, new words.

At noon we opened our lunches to eat. Miss Maestas left the room and a high school girl came and sat at the desk while we ate. My mother had packed a small jar of hot beans and some good, green chile wrapped in tortillas. When the other children saw my lunch they laughed and pointed again. Even the high school girl laughed. They showed me their sandwiches which were made of bread. Again I did not feel well.

I gathered my lunch and slipped out of the room. The strangeness

Reading Four -- page 4

of the school and the other children made me very sad. I did not understand them. I sneaked around the back of the school building, and standing against the wall I tried to eat. But I couldn't. A huge lump seemed to form in my throat and tears came to my eyes. I yearned for my mother, and at the same time I understood that she had sent me to this place where I was an outcast. I had tried hard to learn and they had laughed at me, I had opened my lunch to eat and again they had laughed and pointed at me.

Questions:

1. Was your first day at school anything like Antonio's?
2. Antonio thinks he is expected to become a man. What is a man. What is a woman?
3. Do you think people should laugh at other people because of differences such as the kind of food they eat?
4. What do you think of Antonio's feelings regarding his mother.
How do you feel about members of your family?

DEVELOPMENT OF THE FRESHMAN STUDENT

The Sentence

1. Do the sentences contain any of the following:

- | | | |
|---|-----|----|
| a. The proper use of introductory phrases. | Yes | No |
| b. Subordination | Yes | No |
| c. Coordination | Yes | No |
| d. Embedding | Yes | No |
| e. Sophisticated use of adverbs and adjectives
in a compound and complex way | Yes | No |

2. Does the student write sentences?

- | | | |
|--------------|-----|----|
| a. Fragments | Yes | No |
| b. Run-ons | Yes | No |

Paragraph Development

1. Are the paragraphs specific and concrete as opposed to being too general

Yes	No
-----	----

2. Do the paragraphs in the composition employ any of the following:

- | | | |
|----------------------|-----|----|
| a. Illustrations | Yes | No |
| b. Images | Yes | No |
| c. Facts | Yes | No |
| d. Analogy | Yes | No |
| e. Definition | Yes | No |
| f. Examples | Yes | No |
| g. Questions/Answers | Yes | No |

- | | | |
|---|-----|----|
| 3. If the mode is narration (e.g. cause/effect) is the chronology correct? | Yes | No |
| 4. If the mode is descriptive, is logic evident (e.g. order in special description) | Yes | No |
| 5. Are there paragraphs? | Yes | No |

Coherence In Composition

- | | | |
|--|-----|----|
| 1. Is coherence specified through chains of words and phrases in the composition such as the following: Thus, But, However, Then, Therefore. | Yes | No |
| 2. If not expressed, is coherence implied in the relationship between sentences (e.g. cause and effect)? | Yes | No |
| 3. Is coherence manifested by chains of words and phrases that have the same referents? | Yes | No |
| 4. Is coherence manifested by time referents that give orientation? | Yes | No |

Stylistic Errors

- | | | |
|------------------------|-----|----|
| 1. Choppiness | Yes | No |
| 2. Clarity | Yes | No |
| 3. Jargon | Yes | No |
| 4. Awkwardness | Yes | No |
| 5. Faulty Paragraphing | Yes | No |
| 6. Redundancy | Yes | No |
| 7. Wordiness | Yes | No |
| 8. Vague Diction | Yes | No |
| 9. Parallel Structure | Yes | No |

Mechanics

1. Agentless passive voice	Yes	No
2. Subject/verb or pronoun/antecedent agreement	Yes	No
3. Faulty or incomplete comparison	Yes	No
4. Faulty coordination	Yes	No
5. Dangling modification	Yes	No
6. Idiom	Yes	No
7. Misplaced modification	Yes	No
8. Wrong tense or tense shift	Yes	No
9. Capitalization	Yes	No
10. Spelling	Yes	No
11. Person consistent?	Yes	No
12. Punctuation	Yes	No

Comma - Comma splice (two sentences linked by only a comma)
 - Precedes co-ordinating conjunction between main clauses
 - Sets off direct quotation
 - Follows introductory elements
 - Separates items in a series
 - Sets off parenthetical elements, e.g. non-restrictive clauses or phrases
 - Superfluous commas

Semi-Colon - Between main clauses not joined by a co-ordinating conjunction
 - Separates items, containing commas, in a series
 - Used between only items of equal rank

Apostrophe - Indicates possessive
 a) Add 's, except:
 b) If plural ends in s or z sound, add ' only
 c) If singular ends in s or z, add 's to one syllable, and ' only for more than one syllable
 - Used with possessive pronouns?
 - Indicates omissions in contracted words or numerals
 - Indicates plural of letters or abbreviations

Quotation Marks - Set off direct quotations (use single mark for quote within a quote)
- Set off minor titles
- Set off words used in a special sense
- Periods and commas go inside; colon and semi-colon outside; question mark, exclamation point, and dash where appropriate to sense of sentence

Period - After declarative, mildly imperative, or indirect question
- With most abbreviations
- Ellipsis mark used for omitted words in a quotation

Question Mark - After direct questions

Exclamation-Point - After interjection, or to express surprise or other strong emotion

Colon - Used to formally introduce, and thereby bring attention to what follows

Dash - Indicates sudden break in thought, a summary, or appositive

Parenthesis - Set off supplementary or illustrative matter

Brackets - Set off editorial corrections, or interloptions, in quotations

D. Affective Testing

We will continue to attempt to quantify affective change. We will use a semantic differential form in pre-testing as well as post-testing the students. Attitudes have been shown to have a high correlation with the value structures of individuals. Since we have decided to assume values clarification as a primary goal, we shall administer a questionnaire of a very specific nature on the values Freshman Studies II touches.

NAME _____
Please Print

GROUP NUMBER _____ I.D.# _____

Below are a number of words or phrases which relate to you. By placing an X along the scales please indicate how you feel each adjective pair describes the word or phrase being considered. For example: If you feel St. Edward's is very good, very passive, and neither strong nor weak, you would mark your sheet as follows:

St. Edward's

Good	<u>✓</u>	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	<u>✓</u>	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	<u>X</u>	_____	_____	Weak

Do not spend more than a few seconds on each item. Your first impression is most accurate. Each response should be independent of all others.

Your Academic Performance

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

America

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

Your Family

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

Yourself

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

Freshman Studies

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

People of Other Races

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

Religion

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

Freshman Studies Classmates

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

The Future

Good	_____	_____	_____	_____	_____	_____	_____	Bad
Active	_____	_____	_____	_____	_____	_____	_____	Passive
Strong	_____	_____	_____	_____	_____	_____	_____	Weak

THE WRITING LAB

By Marcia Kinsey

THE WRITING LAB

Goals:

In response to the great need of many students for concentrated, individualized help with basic writing skills, a Writing Lab will be opened at St. Edward's this fall. The goals of the Lab are to carefully analyze students' difficulties, to help them master the ability to produce clear, concise, well-ordered writing, and to give students the self-confidence and freedom which this mastery brings.

Clientele:

Initially the Lab will serve mainly Freshman Studies students, and particularly those whose test scores and writing samples indicate a need for the Lab. All in-coming freshmen who have scored less than 20 on the verbal portion of the ACT, or 500 on the verbal portion of SAT, will be tested further during orientation, by both a standardized test (STEP) and a sample of their writing. The results will be evaluated by the Freshman Studies personnel and recommendations will be made for each student. Freshmen whose writing is below 10th grade level will be required to register for a section of the Lab; for those whose writing is adequate, but not good, the Lab will be recommended.

The Underlying Theory of the Lab:

Just as there is no universally accepted theory of learning

which holds true in all cases, there is also no adequate universal theory of compensatory education. In preparing programs for disadvantaged students, then, the best resource is the experience of successful programs. Successful compensatory programs for students coming to college without the necessary basic skills have the common elements of personal, individual attention for each student, the support of a structured environment and clear expectations, and intense initial treatment. The design of the Writing Lab is based on the belief that these elements are essential to providing the best possible help to Lab students.

The importance of giving each student personal, individual attention is obvious. Not only is it valuable because of the motivation it provides, but also because in a self-paced program such as this, someone should always be aware of where students are, what their strengths and weaknesses are, which methods of learning are better for them. Help is always immediately available for the student, whether it be encouragement or more explanation of the task at hand. Someone is alert to each student's needs, and is constantly checking attendance and performance. This, of course, is not to set up a relationship of dependence, but to provide the security in which independence can develop.

Providing a supportive structure and clear expectations is also crucial. All freshmen come to college with anxieties, and face certain adjustment problems, but disadvantaged students, quite understandably, have additional worries. They need a structured environment to support them, to help them learn time management, self-

discipline, good study habits, responsibility for their own education. What is expected of them and the procedure need to be very clearly explained.

Freshman Studies students who are registered in the Lab will have an even more urgent need for structure, because the demands made upon them are substantial. At the same time that the Lab is addressing some of the concerns which a first semester composition course would address, helping students to develop basic skills necessary to express themselves, they are also being introduced to the world of ideas and theories, ethics, values clarification, futuristics, and being asked to write about these ideas. This very demanding situation can be very rewarding, but it will require their best concentration and dedication. Structure provides the organization which gives everyone in the program, students, faculty and interns, the freedom to work most effectively.

The personal attention and structure must be available as soon as students begin their college career. There is no time to lose in helping students master the skills which are essential to their future success. The sooner students settle into a disciplined routine and experience success in academic work, the sooner they will feel good about themselves and hopeful about the chances for continued achievement. Success is the best motivation for future success.

Thus, personal attention, structure, and the initial intensity of both of these, are crucial to the student's success in the Lab.

Lab Structure and Operation:

The Writing Lab is located in Room 202 of the Library. It is equipped with both carrels and large tables, for individual and group work. There are audio-visual aids, and a large assortment of grammar, rhetoric and style books, and reference books.

The Lab has been designed as thirteen specific sections, each requiring two hours a week class work, for one hour of credit. Students whose test and writing sample scores require placement in the Lab will choose a section of the Lab and register for it, just as they register for other courses.

The Lab will be staffed by a Director, the Freshman Studies faculty and the Freshman Studies interns. Each faculty member will sign up to staff one section of the Lab, and the faculty members' personal tutoring groups will be assigned from the students scheduled in the Lab when they are. The interns, who will be trained by the Director, will also sign up to staff one section, and their special tutoring groups will be assigned from their common Lab time. In this way the same groups of students, faculty and interns will be meeting regularly. This situation should give maximum support, comfort and motivation to the students, as well as enabling the staff to do a better job since they can know the students well.

When students come to the Lab, the Director, other faculty members and interns will be concerned with helping them get started on the day's work, giving private or group explanations of the areas to be studied that day, correcting work, and either verifying mastery of a lesson or assigning supplemental work in the problem area,

keeping careful records of attendance, problems addressed and achievement--essentially, moving students through the curriculum. The Writing Lab staff will meet periodically to evaluate effectiveness and to find better ways to help the students.

Lab Curriculum:

Each student registered for the Lab will buy Correct Writing, by Butler. This is a basic, comprehensive textbook, workbook and reference handbook. In no way is the effectiveness of a student's own idiom or native language negated by this concentration on standard English, but students need to be able to succeed in traditional ways, and to be able to communicate well to the larger audience which standard English reaches. Students will work through this book at their own pace to mastery. When students have difficulty with an exercise, they will be given supplemental material on the problem area (i.e. sentence fragments) to work with until the problem is overcome. Students will be encouraged to work through the book as quickly as possible. When the book is finished, students should have a good understanding of basic grammar, sentence structure, punctuation, mechanics, and diction. They can then proceed to instruction on paragraph writing, and from there to the study of writing papers. Each student will be encouraged to achieve as much as possible in one semester.

Besides the individual and tutorial work, the Director will periodically plan group lessons and activities.

The dream is that eventually the Lab can become not only a place for the development of basic writing skills, but also a place to serve all University students, and perhaps faculty, who want help with any kind of writing project. The concentration will always be on analyzing and meeting the individual's needs.

Schedule

25721	FS	12.01	FR WRITING LAB	1	MW	9:00 AM	STAFF	LIB
25722	FS	12.02	FR WRITING LAB	1	MW	1:00 PM	STAFF	LIB
25723	FS	12.03	FR WRITING LAB	1	MW	2:00 PM	STAFF	LIB
25724	FS	12.04	FR WRITING LAB	1	MW	3:00 PM	STAFF	LIB
25725	FS	12.05	FR WRITING LAB	1	M	7:00-9:00 PM	STAFF	LIB
25726	FS	12.06	FR WRITING LAB	1	W	7:00-9:00 PM	STAFF	LIB
25727	FS	12.07	FR WRITING LAB	1	TTH	8:30 AM	STAFF	LIB
25728	FS	12.08	FR WRITING LAB	1	TTh	11:00 AM	STAFF	LIB
25729	FS	12.09	FR WRITING LAB	1	TTh	12:30 PM	STAFF	LIB
25730	FS	12.10	FR WRITING LAB	1	TTh	1:25 PM	STAFF	LIB
25731	FS	12.11	FR WRITING LAB	1	TTh	2:30 PM	STAFF	LIB
25732	FS	12.12	FR WRITING LAB	1	T	7:00-9:00 PM	STAFF	LIB
25733	FS	12.13	FR WRITING LAB	1	Th	7:00-9:00 PM	STAFF	LIB

FLOW CHART

